



# Hunton

C of E Primary School

Life in all its fullness - John 10:10

## Equality Information and Objectives Policy

<b>Date of Last Review</b>	September 2024 -Section 8 updated October 2025.
<b>Responsible Person on Governing Body</b>	
<b>Lead Member of Staff</b>	Amy Wichall (SENDCO)
<b>Date of Next Review</b>	September 2027 <i>(Or earlier if necessary. Objectives in section 8 will be updated annually.)</i>

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Roles and responsibilities .....	2
4. Eliminating discrimination .....	3
5. Advancing equality of opportunity .....	3
6. Fostering good relations .....	4
7. Equality considerations in decision-making .....	4
8. Equality objectives .....	4
9. Monitoring arrangements .....	4
10. Links with other policies .....	7

### 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values, such as Compassion, Joy, Perseverance and Respect.

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

### 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality governor will:

- Meet with the staff to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Where applicable, this is included within the school risk assessment.

## **8. Equality objectives**

**Objective 1:** To continue to review the impact of learning experiences and use robust assessment in foundation subjects, to ensure that knowledge and skills in foundation subjects deepen over time.

Why we have chosen this objective: To link in with the School Improvement Plan Priority 1.2.

To achieve this objective, we intend:

- Teachers to provide 'in the moment' feedback in all subjects, as per feedback and marking policy.
- Pupils show an enthusiasm for learning and are able to articulate how teachers help them improve.
- Pupils demonstrate application of key concepts in their responses.
- To continue to embed Hunton's '5 Key ingredients' in all subjects to ensure a consistent learning model and the quality of teaching and learning is excellent throughout.
- Teachers use effective questioning and assessment to identify and record on our curriculum framework any pupil vulnerable of not achieving the learning outcomes in foundation subjects.

**Objective 2:** To improve writing attainment and ensure all pupils, especially the bottom 20%, are showing progress in their writing through recommendations from the Writing Framework (2025), adaptive practice and continuing to embed Colourful Semantics across the curriculum.

Why we have chosen this objective: To link in with the School Improvement Plan Priority 1.3.

To achieve this objective, we intend:

- To continue to use the writing progression of skills document so that learning outcomes are sequential.
- Class book texts carefully selected.
- To continue to use and embed adaptive practices.
- Embed Colourful Semantics and the use of widget across the school.
- To continue to monitor (book looks, learning walks, pupil voice), CPD kept up to date and sharing good practice.
- To continue to embed Hunton's '5 Key ingredients' in all subjects to ensure a consistent learning model and the quality of teaching and learning is excellent throughout.
- To develop handwriting through a new handwriting scheme.

**Objective 3:** Leaders and governors to embrace pupil voice and conferencing as a powerful monitoring tool to ascertain impact on children's deeper knowledge and curriculum sequencing.

Why we have chosen this objective: To link in with the School Improvement Plan Priority 2.3.

To achieve this objective, we intend:

- Pupils demonstrate their understanding through explanation, as well as written evidence in books.
- Adaptive practice is evident across the curriculum.
- Good practice shared between classes.
- Children beginning to make links and see the threads throughout their learning through their articulated responses.

- Over-arching question mapped out so children know where the learning is going and leading to.
- In books, evidence of retrieval is evident to increase children's retention and long-term memory.

**Objective 4:** To continue to robustly implement the Chapter 2: 'Expectations of Schools' within 'Working Together to improve School Attendance' to ensure that attendance is a priority and the best it can possibly be.

Why we have chosen this objective: To link in with the School Improvement Plan Priority 3.1.

To achieve this objective, we intend:

- To continue to strive towards 100% attendance.
- Headteacher to continue to meet with parents when unauthorised holidays are taken.
- Continue to make referrals and take support from PIAS.
- Robustly monitor attendance and track families to spot patterns or trends. Regular attendance meetings between FLO and headteacher.
- Provide attendance as a 'number of lessons missed' to raise awareness of how many hours of learning are being missed.
- Report attendance in newsletters.
- FLO and school secretary to work with families, monitor and raise enquiries in regards to absence.

**Objective 5:** Using James Nottingham 'The Learning Challenge', instill a mindset where children continue to step outside their comfort zone, embracing failure as part of success.

Why we have chosen this objective: To link in with the School Improvement Plan Priority 3.2.

To achieve this objective, we intend:

- The Christian vision to continue to underpin everything we do- the important message of trusting Jesus so that children feel safe in making mistakes.
- Pupils to understand the importance of learning from mistakes e.g. through the PSHE curriculum.
- Children to demonstrate Christian values of compassion, joy, respect and perseverance during difficult times, for example losing a competitive game.
- During lessons, children learn from their mistakes and see failure as part of success e.g. through the use of purple polishing pens.
- All staff are continuing to be nurturing to support children through mistakes especially through wellbeing warriors and trusted adult.

**Objective 6:** To introduce an active and purposeful play at breaktimes and lunchtimes so that children develop their physical, emotional, social, spiritual and intellectual development.

Why we have chosen this objective: To link in with the School Improvement Plan Priority 4.2.

To achieve this objective, we intend:

- To continue to improve the quality of breaktimes and lunchtimes for children, so that first-aid incidents decrease and a joyful time for all children.
- To ensure that children are physically active during breaktimes and lunchtimes.
- To ensure lunchtimes are fully resourced and funded so that children have a broad range of equipment available for the best possible purposeful play.

**Objective 7:** To embed the Anna Freud '5 Steps to Mental Health and Wellbeing Framework' so that pupils continue to be happy and feel safe at Hunton CE Primary School.

Why we have chosen this objective: To link in with the School Improvement Plan Priority 4.3.

To achieve this objective, we intend:

- To embed the Anna Freud '5 Steps to Mental Health and Wellbeing Framework' so that pupils continue to be happy and feel safe at Hunton CE Primary School.
- The continuation of the trusted adults at Hunton.
- The continuation of wellbeing warriors and the active role they have across the school.

## **9. Monitoring arrangements**

The headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by headteacher at least every 4 years.

This document will be approved by governing board.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Special Educational Needs and Disabilities (SEND) policy
- Special Educational Needs and Disabilities (SEND) Information Report for Parents
- Behaviour Policy
- School Improvement Plan